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ABSTRACT

Information about the Riverside Instructional Support System (RISS)--a program designed to help elementary and middle school teachers and principals monitor basic skills in reading, language, and mathematics--is provided in this handbook. The first part of the handbook identifies the components of RISS, including primary, intermediate, and middle school diagnostic tests; a class worksheet on which diagnostic test data are reported; individual profiles used to monitor and assess primary students' oral language skills, elementary students' language arts and mathematics skills, and middle school students' language, social studies, and mathematics skills; a middle school teacher judgment report; and an elementary criterion-referenced test collection. The second part of the handbook identifies skills in a number of RISS categories, including elementary oral language skills (general information, reasoning, listening, and speaking): elementary language arts skills (word study, reading comprehension, punctuation, word usage, written expressions, and study skills): elementary mathematics skills (computations, concepts, and applications): and middle school language arts and mathematics skills. (GT)

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what is . . .

RIVERSIDE
INSTRUCTIONAL
SUPPORT
SYSTEM

# BASIC SKILLS PROGRAM

A System Developed & Published by

RIVERSIDE UNIFIED SCHOOL DISTRICT
3380 14th Street
Riverside, California 92501

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# RISS HANDBOOK

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FEBRUARY 1980



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RIVERSIDE INSTRUCTIONAL SUPPORT SYSTEM

# "RISS"

# HANDBOOK

written by:

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A special "thank you" goes to Gerald L. Boerner, of the Department of Research and Evaluation, whose creativity in the areas of graphics and program design has been invaluable to the system.

Louise W. Biddle

Mollie A. Vanderzyl

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## WHAT IS RISS?

The Riverside Instructional Support System is designed to help teachers monitor basic skills in Reading, Language, and Mathematics as identified by the Course of Study. The Course of Study for the Riverside Unified School District presents a curricular framework in each subject area for every grade level, and insures curricular continuity among schools within the district. RISS extracts from the Course of Study those skills considered to be most basic, and provides materials and methods to enable teachers to monitor those skills effectively.

## WHO USES RISS?

All teachers K-6, and Middle School teachers of English, Social Studies and Mathematics use RISS to:

..... Diagnose needs

..... Plan instruction

..... Evaluate performance

..... Report progress

Principals use RISS to:

..... Plan a school's instructional program

..... Confer with parents

Counselors use RISS to:

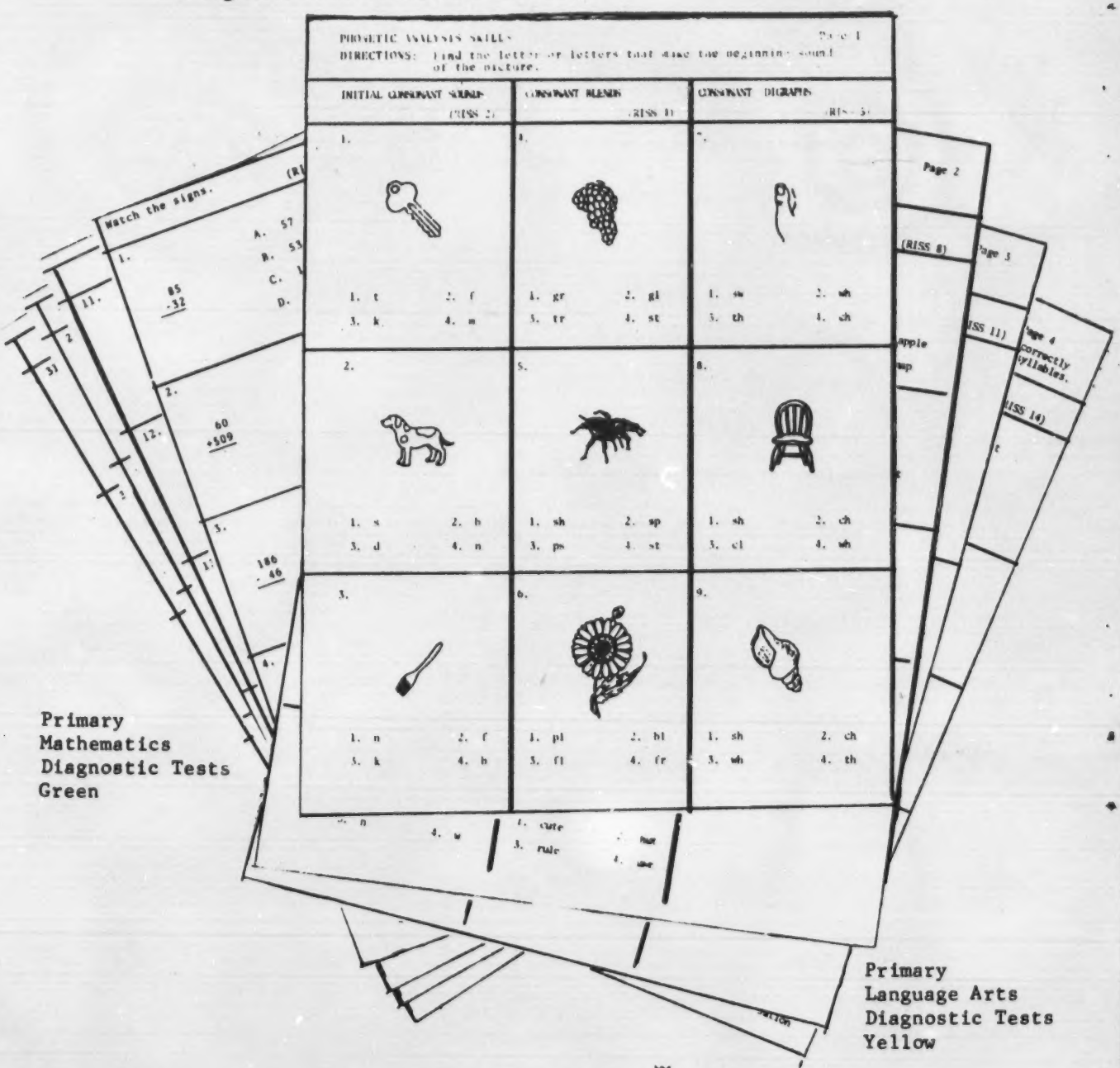
..... Assist in scheduling

WHAT ARE THE COMPONENTS OF RISS?

RISS Diagnostic Tests

These tests are designed to provide an overview of a student's skill development in the area of Reading, Language and Mathematics.

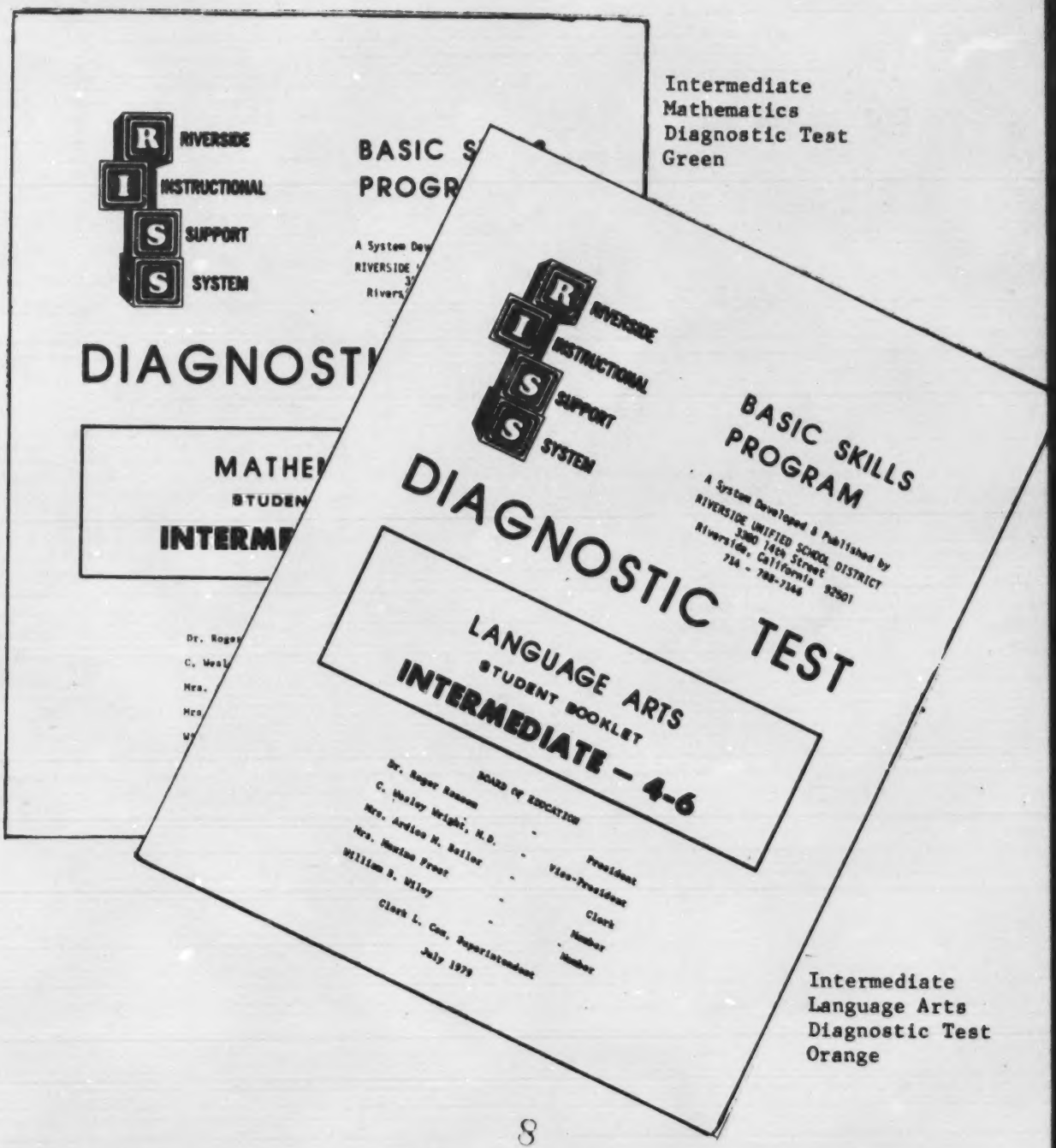
- The Primary Diagnostic Test (K-3). This is a collection of 63 self-scoring, individual test pages. (See Primary Diagnostic Test Examiner's Manual)




Primary Mathematics Diagnostic Tests Green

Primary Language Arts Diagnostic Tests Yellow

- The Intermediate Diagnostic Test (4-6). This test consists of a Language Arts test booklet and a Mathematics test booklet. Student responses are machine scored. (See Intermediate Diagnostic Test Examiner's Manual)

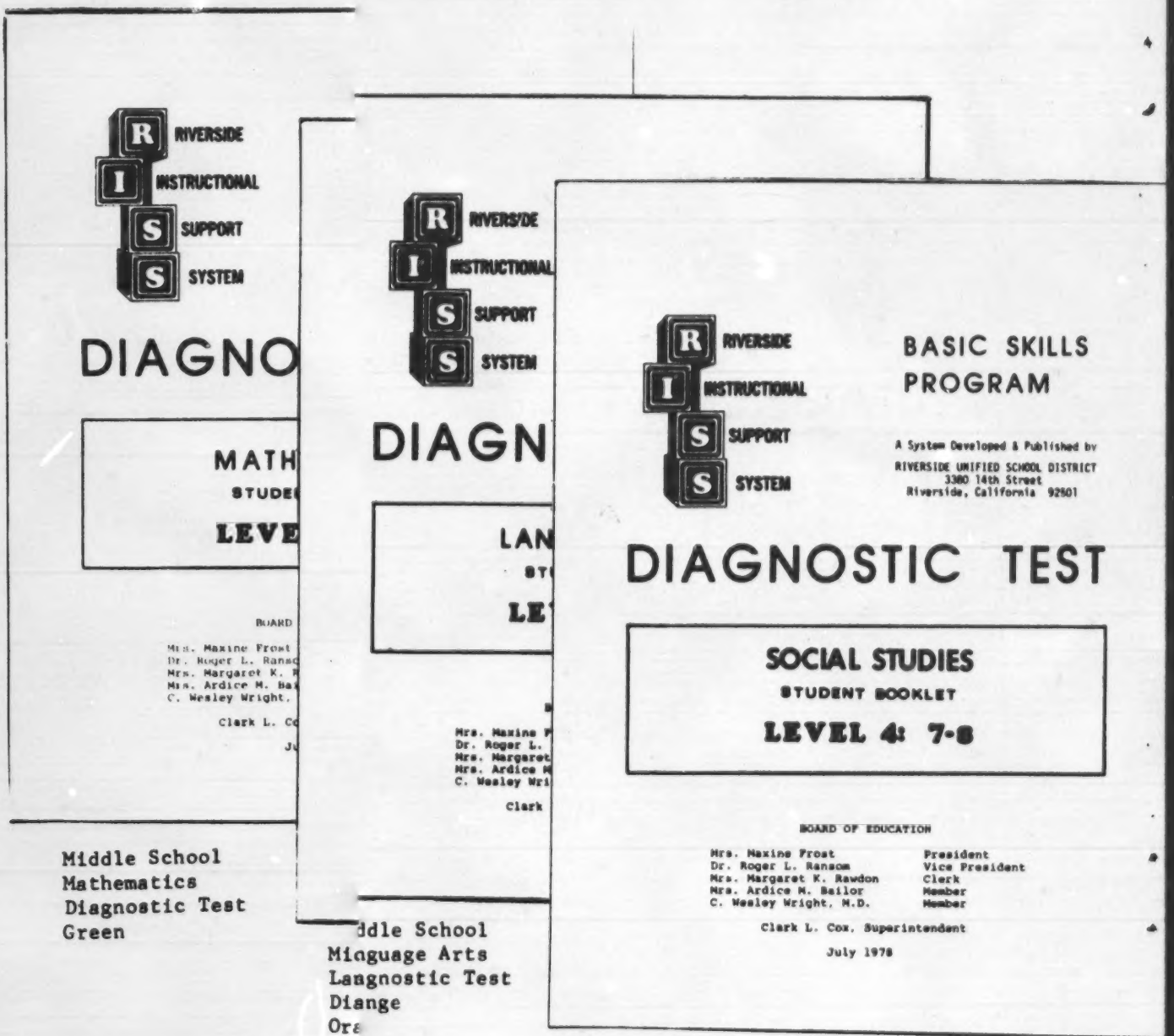



Intermediate Mathematics Diagnostic Test Green

Intermediate Language Arts Diagnostic Test Orange

chool Diagnostic Test Level IV (7-8). This test

- The Middle S three test booklets, Language, Social Studies, consists of ics. Student responses are machine scored. (See and Mathemat Examiner's Manual)
Level IV 7-8



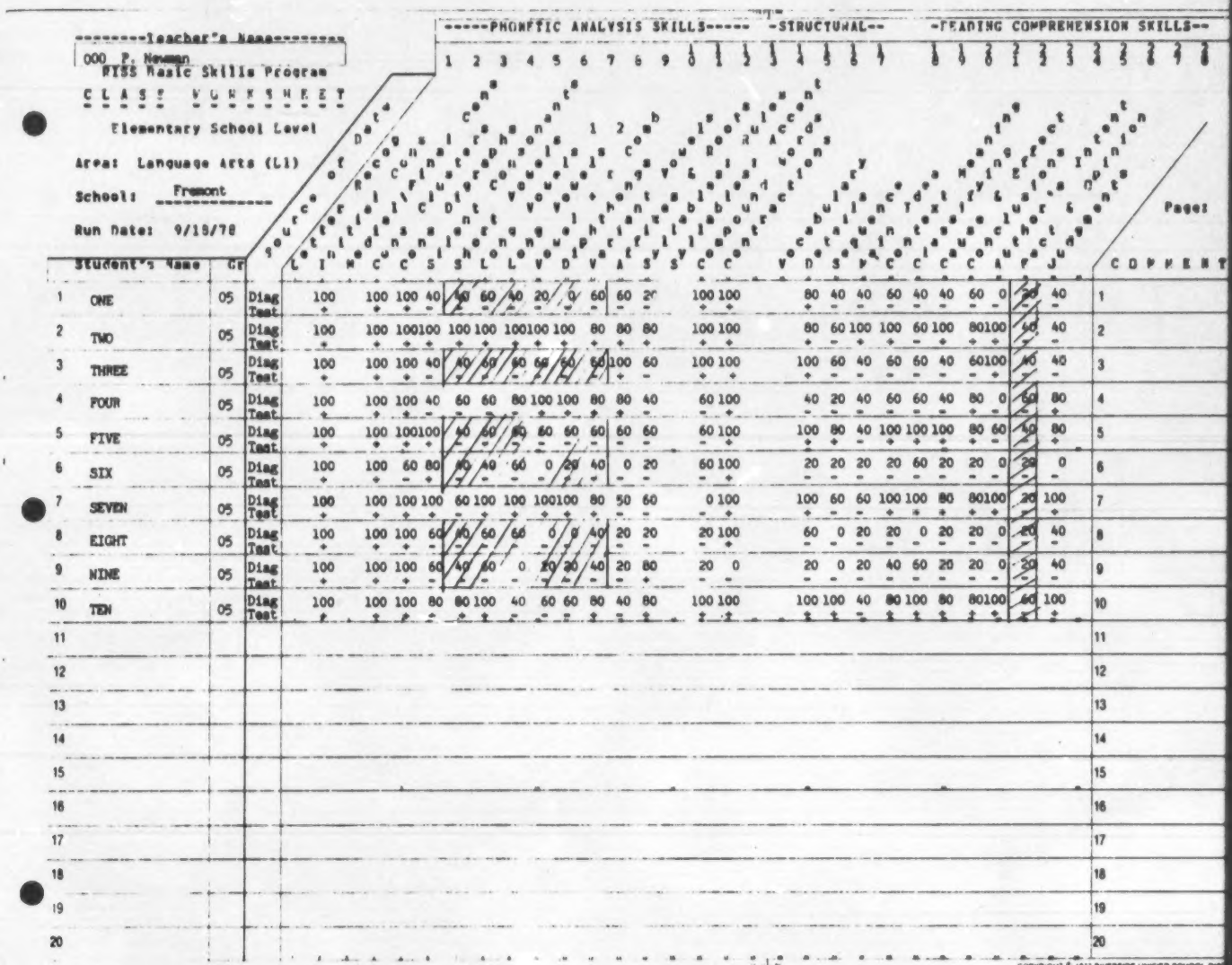

Middle School
Mathematics
Diagnostic Test
Green

ddle School
Maguage Arts
Lagnostic Test
Diange
Ora

Middle School
Social Studies
Diagnostic Test
Purple

## RISS Class Worksheet

The diagnostic test data is reported on this form. It is intended to present a picture of the strengths and weaknesses of a total class. The purpose of the class worksheet is to enable teachers to identify student needs in order to plan instruction for individuals, small groups and the total class. Primary Diagnostic test data must be recorded by hand on the class worksheet. Diagnostic test data for grades 4-8 is computer printed on the class worksheet. (For information concerning how to interpret test data found on the class worksheet, see the RISS Intermediate Diagnostic Test Manual, pages 9 through 13.)



--------Teacher's Name----------
000 P. Newman
RISS Basic Skills Program
CLASS WORKSHEET
Elementary School Level
Area: Language Arts (L1)
School: Fremont
Run Date: 9/18/78

-----PHONETIC ANALYSIS SKILLS----- -STRUCTURAL-- -READING COMPREHENSION SKILLS--

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Date of Diagnosis
Consonant Sounds
Consonant Blends
Consonant Digraphs
Vowel Sounds
Vowel Digraphs
Diphthongs
Vowel Generalizations
Vowel Rules
Vowel Variants
Structural Analysis
Vocabulary Skills
Identifying Literary Elements
Interpreting Literary Elements
Evaluating Literary Elements
Page:

| | Student's Name | Gr | | L | I | M | C | C | S | S | L | L | V | D | V | A | S | S | C | C | V | D | S | P | C | C | C | C | A | F | J | | COMMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ONE | 05 | Diag | 100 | | 100 | 100 | 40 | 60 | 60 | 40 | 20 | 0 | 60 | 60 | 20 | | 100 | 100 | | 80 | 40 | 40 | 60 | 40 | 40 | 60 | 0 | 20 | 40 | | | 1 |
| | | | Test | + | | + | + | - | - | - | - | - | - | - | - | - | | + | + | | - | - | - | - | - | - | - | - | - | - | | | |
| 2 | TWO | 05 | Diag | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 80 | 80 | 80 | | 100 | 100 | | 80 | 60 | 100 | 100 | 60 | 100 | 80 | 100 | 60 | 40 | | | 2 |
| | | | Test | + | | + | + | + | + | + | + | + | + | + | + | + | | + | + | | + | - | + | + | - | + | + | + | - | - | | | |
| 3 | THREE | 05 | Diag | 100 | | 100 | 100 | 40 | 60 | 60 | 60 | 60 | 60 | 60 | 100 | 60 | | 100 | 100 | | 100 | 60 | 40 | 60 | 60 | 40 | 60 | 100 | 40 | 40 | | | 3 |
| | | | Test | + | | + | + | - | - | - | - | - | - | - | + | - | | + | + | | + | - | - | - | - | - | - | + | - | - | | | |
| 4 | FOUR | 05 | Diag | 100 | | 100 | 100 | 40 | 60 | 60 | 80 | 100 | 100 | 80 | 80 | 40 | | 60 | 100 | | 40 | 20 | 40 | 60 | 60 | 40 | 80 | 0 | 60 | 80 | | | 4 |
| | | | Test | + | | + | + | - | - | - | - | + | + | + | + | - | | - | + | | - | - | - | - | - | - | - | - | - | + | | | |
| 5 | FIVE | 05 | Diag | 100 | | 100 | 100 | 100 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | | 60 | 100 | | 100 | 80 | 40 | 100 | 100 | 100 | 80 | 60 | 40 | 80 | | | 5 |
| | | | Test | + | | + | + | + | - | - | - | - | - | - | - | - | | - | + | | + | + | - | + | + | + | + | - | - | + | | | |
| 6 | SIX | 05 | Diag | 100 | | 100 | 60 | 80 | 60 | 40 | 60 | 0 | 20 | 40 | 0 | 20 | | 60 | 100 | | 20 | 20 | 20 | 20 | 60 | 20 | 20 | 0 | 20 | 0 | | | 6 |
| | | | Test | + | | + | - | + | - | - | - | - | - | - | - | - | | - | + | | - | - | - | - | - | - | - | - | - | - | | | |
| 7 | SEVEN | 05 | Diag | 100 | | 100 | 100 | 100 | 60 | 100 | 100 | 100 | 100 | 80 | 50 | 60 | | 0 | 100 | | 100 | 60 | 60 | 100 | 100 | 80 | 80 | 100 | 20 | 100 | | | 7 |
| | | | Test | + | | + | + | + | - | + | + | + | + | + | - | - | | - | + | | + | - | - | + | + | - | + | + | - | + | | | |
| 8 | EIGHT | 05 | Diag | 100 | | 100 | 100 | 60 | 60 | 60 | 60 | 0 | 0 | 40 | 20 | 20 | | 20 | 100 | | 60 | 0 | 20 | 20 | 0 | 20 | 20 | 0 | 20 | 40 | | | 8 |
| | | | Test | + | | + | + | - | - | - | - | - | - | - | - | - | | - | + | | - | - | - | - | - | - | - | - | - | - | | | |
| 9 | NINE | 05 | Diag | 100 | | 100 | 100 | 60 | 40 | 60 | 0 | 20 | 20 | 40 | 20 | 80 | | 20 | 0 | | 20 | 0 | 20 | 40 | 60 | 20 | 20 | 0 | 20 | 40 | | | 9 |
| | | | Test | + | | + | + | - | - | - | - | - | - | - | - | + | | - | - | | - | - | - | - | - | - | - | - | - | - | | | |
| 10 | TEN | 05 | Diag | 100 | | 100 | 100 | 80 | 80 | 100 | 40 | 60 | 60 | 80 | 40 | 80 | | 100 | 100 | | 100 | 100 | 40 | 80 | 100 | 80 | 80 | 100 | 60 | 100 | | | 10 |
| | | | Test | + | | + | + | - | + | + | - | - | - | + | - | + | | + | + | | + | + | - | + | + | + | + | + | - | + | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 11 |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 12 |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 13 |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 14 |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 15 |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 16 |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 17 |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 18 |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 19 |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 20 |

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RISS Individual Profiles

- The Oral Language Profile (K-3).

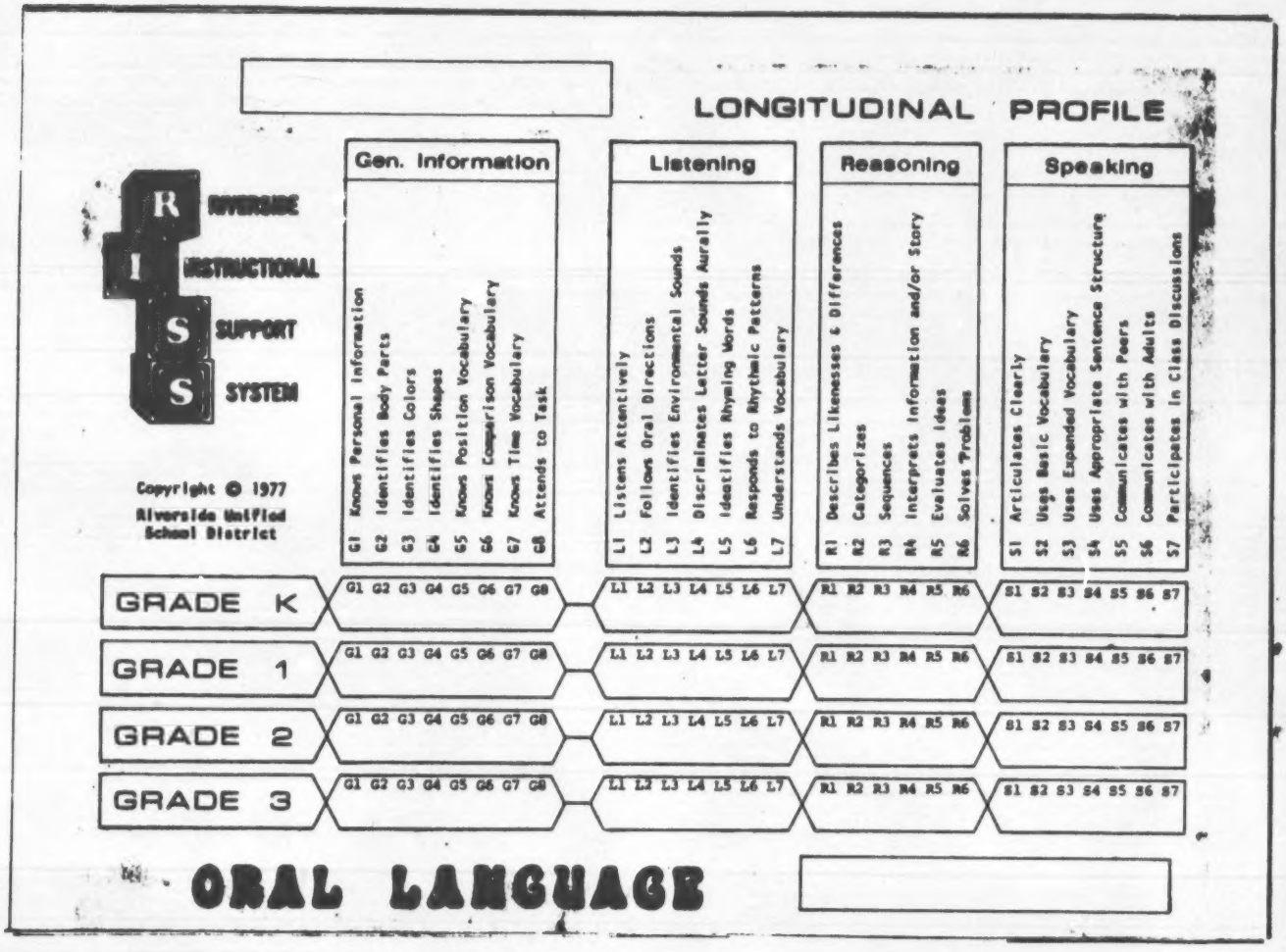
The oral language development of each primary student in RUSD is monitored and assessed on this profile. Suggestions for materials and methods to be used in this process are offered in the Oral Language Assessment Cards.* The teacher should indicate student performance in each skill which has been taught during the school year with one of the following symbols:

+ = Student is proficient in the skill.

R = Student needs to review the skill.

- = Student is not proficient in the skill.

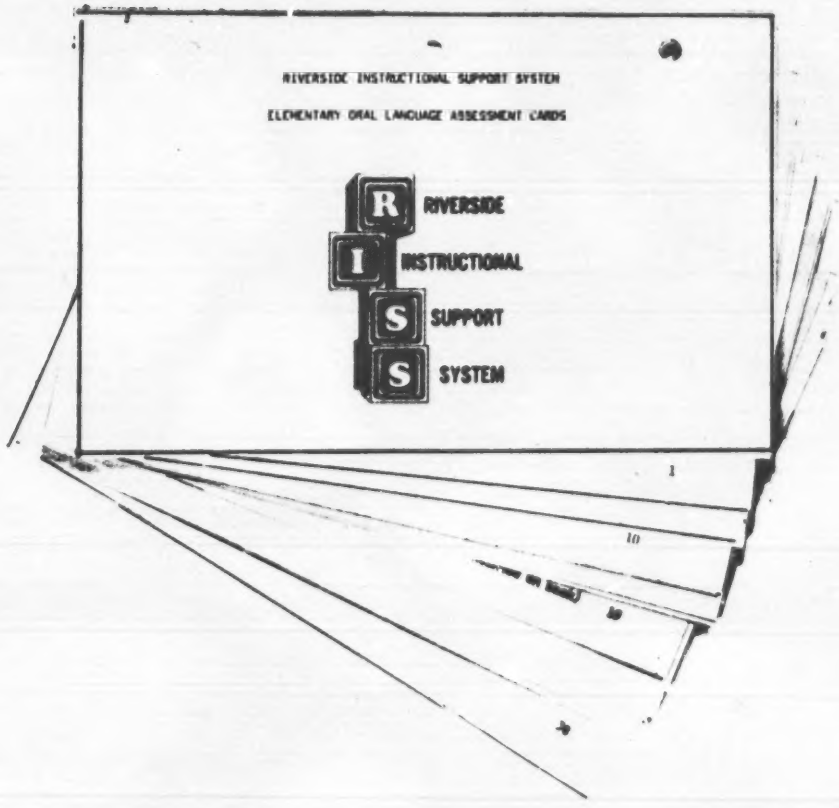
The teacher should also complete the back side of the profile. Kindergarten teachers should circle the number of the book in



the Read and Listen Series, which the student has completed. Primary (K-3) teachers should check the appropriate motor development box if the student has a deficiency in "gross" or "fine" movements. A comment about the student's oral language or motor development may be made on this side of the profile. After the teacher has completed the Oral Language Profile, it should be placed in the student's cumulative folder. Each student, kindergarten through grade 3, should have a beige Oral Language Profile.

*The Oral Language Assessment Cards.

This is a set of 3 x 5 cards which contain suggestions for materials and methods which can be used to assess student proficiency in each of the skills listed on the Oral Language Profile. Each skill has at least one corresponding assessment card in the collection. All primary teachers (K-3) have received a set of Oral Language Assessment Cards.



# Mathematics

# Language Arts

| INSTRUCTIONAL LEVEL | Grd Lvl | Instr Level | Reading Book (last Attempted) | Textbook Series |
|---|---|---|---|---|
| | Gr K | | | |
| | Gr 1 | | | |
| | Gr 2 | | | |
| | Gr 3 | | | |

| Grd Lvl | Instr Level | Reading Book (last Attempted) | Textbook Series |
|---|---|---|---|
| Gr 4 | | | |
| Gr 5 | | | |
| Gr 6 | | | |
| Ret | | | |

RIVERSIDE INSTRUCTIONAL SUPPORT SYSTEM

BASIC SKILLS PROGRAM

L1

REVISED

| WORD STUDY SKILLS | | | | | | | | | | | | | | | | | READING COMPREHENSION | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Phonetic Analysis | | | | | | | | | | | | | Structural | | | | | | | | | | | | | | |
| 1 LETTER RECOGNITION | 2 INITIAL CONSONANT SOUNDS | 3 MEDIAL & FINAL CONSONANT SOUNDS | 4 CONSONANT CLUSTERS: Blends | 5 CONSONANT DIGRAPHS | 6 SILENT CONSONANT LETTERS | 7 SHORT VOWEL SOUNDS | 8 LONG VOWELS I: Silent e & Ending | 9 LONG VOWELS II: Digraphs & Combin | 10 VOWEL + e COMBINATIONS | 11 DIPHTHONGS | 12 VARIANT VOWEL SOUNDS | 13 AFFIXES & ROOTS | 14 SYLLABLES: v-c-v & v-c-c-v Rules | 15 SYLLABLES: Accented | 16 COMPOUND WORDS | 17 CONTRACTIONS | 18 VOCABULARY | 19 RECALLING DETAILS | 20 RECOGNIZING SEQUENCE | 21 DISTINGUISHING MAIN IDEA | 22 USING CONTEXTUAL MEANING | 23 CLASSIFYING | 24 DISTINGUISHING CAUSE & EFFECT | 25 DRAWING CONCLUSIONS | 26 DETECTING AUTHOR'S INTENT | 27 DETERMINING FACT & OPINION | 28 MAKING JUDGMENTS |

LEVEL I: Grades K-1

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| K | Test Date: / / | | | |
| | Tchr Judgment | | | |

LEVEL I: Grades K-1

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 1 | Test Date: / / | | | |
| | Tchr Judgment | | | |

LEVEL II: Grades 2-3

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 2 | Test Date: / / | | | |
| | Tchr Judgment | | | |

LEVEL II: Grades 2-3

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 3 | Test Date: / / | | | |
| | Tchr Judgment | | | |

LEVEL III: Grades 4,5 & 6

| Gr | | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 4 | PALMER, N 4-1-0012 | | Phonetic Analysis / Struct. Anal. | Recall / Inference / Eval. |
| | Level: 03 L1 10/78 | 100 100100100 67100 67 33100 67 67 50 33100 67 | | 33 33 33 33 33 33 33 67 17 0 |
| | Tchr Judgment | | + + R R + R R R R R | + + R R + R R R R R |

LEVEL III: Grades 4,5 & 6

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 5 | Test Date: / / | | | |
| | Tchr Judgment | | | |

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| 6 | Test Date: / / | | | |
| | Tchr Judgment | | | |

RETEN

| Gr | Category | 1 2 3 4 5 6 7 8 9 10 11 12 | 13 14 15 16 17 | 18 19 20 21 22 23 24 25 26 27 28 |
|---|---|---|---|---|
| | Test Date: / / | | | |

The Elementary Longitudinal Profiles for Language Arts and Mathematics (K-6).

The language arts and mathematics skill development of each elementary student in RUSD is monitored on these forms. Two types of information are reported on the Longitudinal Profiles. First, diagnostic test data is recorded soon after the diagnostic tests are administered. Test data for K-3 students must be recorded by hand. Test data for 4-6 students is computer printed on gummed labels which are affixed to the profiles in the appropriate grade level space.

Second, at the end of the school year, or whenever a student transfers out of a classroom, the teacher must record "teacher judgement." For each skill which has been taught during the year, the teacher must indicate progress with one of the following symbols:

+ = Student is proficient in the skill.

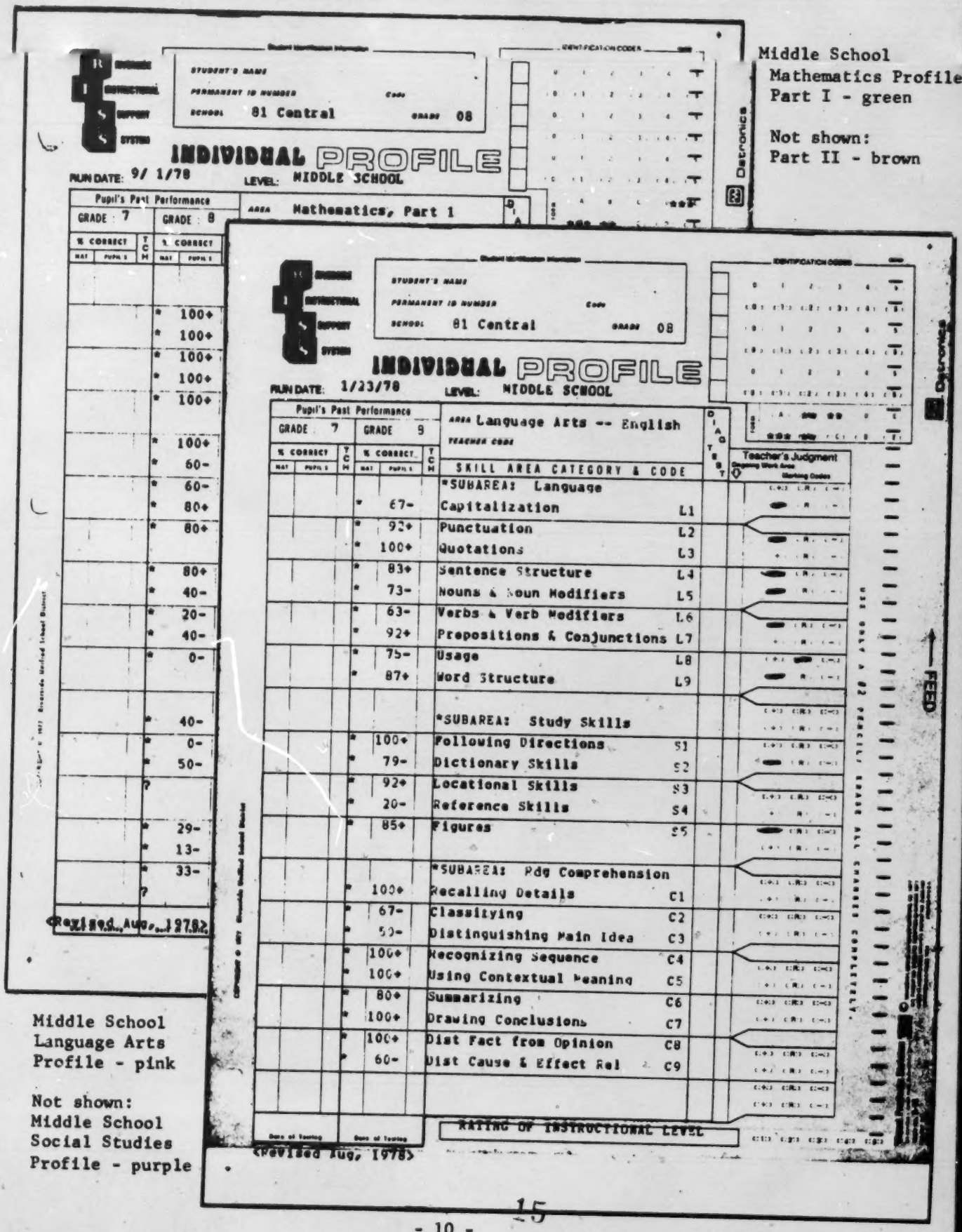
R = Student needs to review the skill.

- = Student is not proficient in the skill.

These symbols must be placed in the student's grade level space. (Found just below the current year's diagnostic test data)

The teacher should also complete the "Instructional Level" portion of the profile (found near the top of side one). Here the teacher writes the title, level, and publisher of the text the student last worked with during the school year. On side two, in the "Comments" section, the teacher may write a brief comment concerning the student's academic placement, and/or needs. After the teacher has completed the two Longitudinal Profiles, they should be placed in the student's cumulative folder.

Each student, kindergarten through grade 6 should have a gold Longitudinal Profile for Language Arts and a green Longitudinal Profile for Mathematics.



R I S S — DYNAMIC INSTRUCTIONAL SUPPORT SYSTEM

STUDENT'S NAME
PERMANENT ID NUMBER
SCHOOL 81 Central GRADE 08

IDENTIFICATION CODES

INDIVIDUAL PROFILE

RUN DATE: 9/ 1/78 LEVEL: MIDDLE SCHOOL

Pupil's Past Performance

AREA Mathematics, Part 1

DIAGNOSTIC TEST

| GRADE 7 % CORRECT NAT | GRADE 7 % CORRECT PUPIL'S | TCM | GRADE 8 % CORRECT NAT | GRADE 8 % CORRECT PUPIL'S |
|---|---|---|---|---|
| | | | | |
| | | | * | 100+ |
| | | | * | 100+ |
| | | | * | 100+ |
| | | | * | 100+ |
| | | | * | 100+ |
| | | | * | 100+ |
| | | | * | 60- |
| | | | * | 60- |
| | | | * | 80+ |
| | | | * | 80+ |
| | | | * | 80+ |
| | | | * | 40- |
| | | | * | 20- |
| | | | * | 40- |
| | | | * | 0- |
| | | | | |
| | | | * | 40- |
| | | | * | 0- |
| | | | * | 50- |
| | | | ? | |
| | | | * | 29- |
| | | | * | 13- |
| | | | * | 33- |
| | | | ? | |

<Revised Aug, 1978>

Middle School
Mathematics Profile
Part I - green

Not shown:
Part II - brown

R I S S — DYNAMIC INSTRUCTIONAL SUPPORT SYSTEM

STUDENT'S NAME
PERMANENT ID NUMBER
SCHOOL 81 Central GRADE 08

IDENTIFICATION CODES

INDIVIDUAL PROFILE

RUN DATE: 1/23/78 LEVEL: MIDDLE SCHOOL

Pupil's Past Performance

AREA Language Arts -- English
TEACHER CODE

DIAGNOSTIC TEST

Teacher's Judgment
Ongoing Work Area / Working Codes

| GRADE 7 % CORRECT NAT | GRADE 7 % CORRECT PUPIL'S | TCM | GRADE 9 % CORRECT NAT | GRADE 9 % CORRECT PUPIL'S | TCM | SKILL AREA CATEGORY & CODE |
|---|---|---|---|---|---|---|
| | | | | | | *SUBAREA: Language |
| | | | * | 67- | | Capitalization L1 |
| | | | * | 92+ | | Punctuation L2 |
| | | | * | 100+ | | Quotations L3 |
| | | | * | 83+ | | Sentence Structure L4 |
| | | | * | 73- | | Nouns & Noun Modifiers L5 |
| | | | * | 63- | | Verbs & Verb Modifiers L6 |
| | | | * | 92+ | | Prepositions & Conjunctions L7 |
| | | | * | 75- | | Usage L8 |
| | | | * | 87+ | | Word Structure L9 |
| | | | | | | *SUBAREA: Study Skills |
| | | | * | 100+ | | Following Directions S1 |
| | | | * | 79- | | Dictionary Skills S2 |
| | | | * | 92+ | | Locational Skills S3 |
| | | | * | 20- | | Reference Skills S4 |
| | | | * | 85+ | | Figures S5 |
| | | | | | | *SUBAREA: Rdg Comprehension |
| | | | * | 100+ | | Recalling Details C1 |
| | | | * | 67- | | Classifying C2 |
| | | | * | 50- | | Distinguishing Main Idea C3 |
| | | | * | 100+ | | Recognizing Sequence C4 |
| | | | * | 100+ | | Using Contextual Meaning C5 |
| | | | * | 80+ | | Summarizing C6 |
| | | | * | 100+ | | Drawing Conclusions C7 |
| | | | * | 100+ | | Dist Fact from Opinion C8 |
| | | | * | 60- | | Dist Cause & Effect Rel C9 |

Date of Testing | Date of Testing

RATING OF INSTRUCTIONAL LEVEL

<Revised Aug, 1978>

Middle School
Language Arts
Profile - pink

Not shown:
Middle School
Social Studies
Profile - purple

: Middle School Individual Profiles for Language, Social Thedies, and Mathematics (7-8).

Stu the Middle Schools, student skill development is monitored In the English, Social Studies and Mathematics teachers. by dle School students have a profile for each of those sub- Midt areas. The profiles contain diagnostic test data which jeccomputer printed directly on the profile. (For specific is lls to be monitored by English and social studies teachers, ski Skill Category Definitions pages 29 and 30.)

see the end of the school year Middle School teachers must At ord "teacher judgement". For each skill which has been recght during the year, teachers must indicate student progress. taus is accomplished by "bubbling" either a "+", "R", or Thi on a machine readable form. "-"

+ = Student is proficient in the skill.

R = Student needs to review the skill.

- = Student is not proficient in the skill.

r the bottom of the machine readable form the "Instruc- Neanal Level Judgement" area may be found. Teachers should tiobble" a (1) if the student is working below grade level, "bu (2) if the student is working at grade level, a (3) a the student is working above grade level. if

er completion, the machine readable forms are collected Aft processing. The teacher judgement marks are recovered for printed on the Middle School Teacher Judgement Report. and

a middle school student transfers out of a classroom before If end of the year, teachers should indicate progress by theting either a "+", "R", or "-" in the "Ongoing Work Area" writhe student's profiles. These profiles should then be of ced in the student's cumulative folder and sent on to pla /her next school. his

h Middle School student should have a pink profile for Eaclish, a green profile for math computations and a brown Engfile for math concepts and applications. Students should proo have a purple profile for social studies. als

## The Middle School Teacher Judgement Report

This report -- a compilation of the English, social studies, and mathematics teachers' judgements -- is delivered to each student's teachers in September of the following year. Information from the Teacher Judgement Report should be used in conjunction with the diagnostic test data to plan students' instructional programs.

Riverside
Instructional
Support
System

BASIC SKILLS PROGRAM

+--Pupil Identification Information--+
| Pupil: SMITH JANE R |
| ID Number: P-999999 Grade: 08 |
| School ID: 89 UNIVERSITY HTS. |
+---

T E A C H E R J U D G M E N T R E P O R T

| T/J | Category |
|---|---|
| * * L A N G U A G E A R T S | |
| AREA: Language (Stanine = 5) | |
| + L1 | Capitalization |
| + L2 | Punctuation |
| R L3 | Quotations |
| R L4 | Sentence Structure |
| - L5 | Nouns & Noun Modifiers |
| - L6 | Verbs * Verb Modifiers |
| R L7 | Prepositions & Conjunct |
| + L8 | Usage |
| + L9 | Word Structure |
| AREA: Study Skills | |
| + S1 | Following Directions |
| - S2 | Dictionary Skills |
| - S3 | Locational Skills |
| - S4 | Reference Skills |
| - S5 | Figures |
| AREA: Comprehension (Stanine = 7) | |
| - C1 | Recalling Details |
| - C2 | Classifying |
| - C3 | Distinguishing Main Idea |
| - C4 | Recognizing Sequence |
| - C5 | Using Contextual Meaning |
| C6 | Summarizing |
| C7 | Drawing Conclusions |
| C8 | Dist Fact & Opinion |
| R C9 | Dist Cause & Effect R 1 |
| Instructional Level: G.E.= 7.8 | |
| English Tchr | ABOVE Average |
| Soc St Tchr | ABOUT Average |
| * * M A T H E M A T I C S | |
| AREA: Computations (Stanine = 4) | |
| A. Whole Numbers | |
| + CP 1 | Addition |
| + CP 2 | Subtraction |
| + CP 3 | Multiplication |
| R CP 4 | Division |
| R CP 5 | Inequalities |
| B. Fractions | |
| - CP 6 | Ident & Equivalencies |
| - CP 7 | Addition |
| - CP 8 | Subtraction |
| - CP 9 | Multiplication |
| - CP10 | Division |

| T/J | Category |
|---|---|
| * * M A T H E M A T I C S (Cont'd) | |
| C. Decimals | |
| + CP11 | Addition |
| + CP12 | Subtraction |
| R CP13 | Multiplication |
| R CP14 | Division |
| - CP15 | Equivalencies |
| D. Other Skills | |
| R CP16 | Rounding & Estimating |
| + CP17 | Averaging |
| + CP18 | Proportions & Percents |
| CP19 | Exponents |
| E. Advanced Skills | |
| + CP20 | Rational Num I: + & - |
| - CP21 | Rational Num II: X & / |
| - CP22 | Equation Solving |
| - CP23 | Graphing |
| AREA: Concepts (Stanine = 3) | |
| A. Number Concepts | |
| - CN 1 | Place Value |
| - CN 2 | Rounding & Estimating |
| - CN 3 | Number Theory |
| - CN 4 | Properties & Set Theory |
| - CN 5 | Fractional/Decimal Num |
| CN 6 | Integers |
| B. Geometry | |
| R CN 7 | Identification |
| R CN 8 | Perimeter & Area |
| R CN 9 | Volume |
| R CN10 | Angle Measurement |
| R CN11 | Measurement |
| AREA: Applications (Stanine = 4) | |
| A. Basic Uses | |
| + AP 1 | Whole Num: Single Oper |
| + AP 2 | Whole Num: Multiple Op |
| + AP 3 | Fract Num: Single Oper |
| + AP 4 | Fract Num: Multiple Op |
| B. Specific Uses | |
| R AP 5 | Ratio/Proportions/% |
| R AP 6 | Geometry |
| R AP 7 | Geometric Construction |
| - AP 8 | Measurement |
| - AP 9 | Graph Interpretation |
| - AP10 | Statistics & Prob |
| - AP11 | Algebraic Prob Solving |

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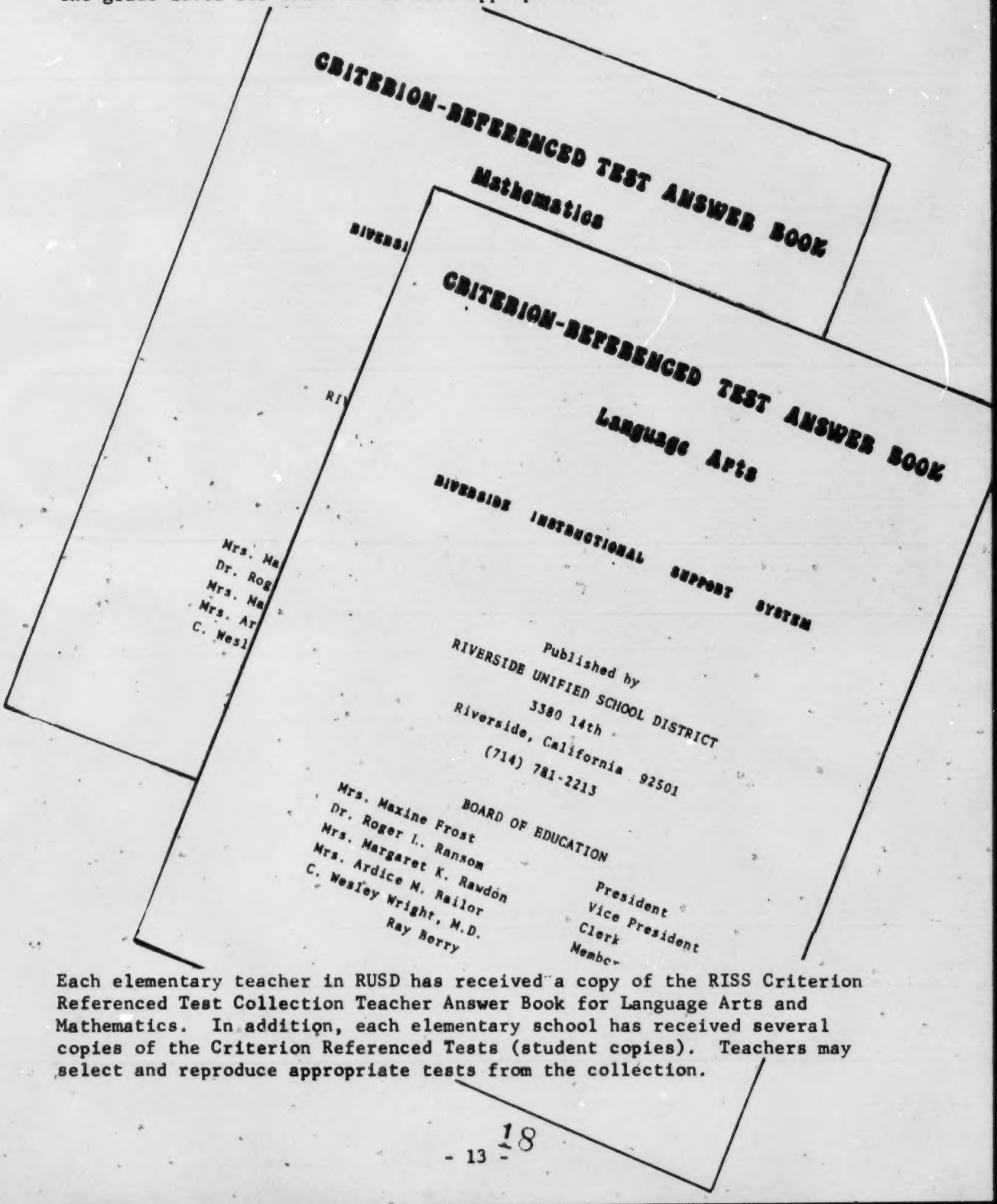
RISS Elementary Criterion Referenced Test Collection.

This collection consists of tests designed to measure each of the skills listed on the Elementary Language Arts and Mathematics Longitudinal Profiles. Each test has a code which indicates the skill it tests, and the grade level for which it is most appropriate.




Each elementary teacher in RUSD has received a copy of the RISS Criterion Referenced Test Collection Teacher Answer Book for Language Arts and Mathematics. In addition, each elementary school has received several copies of the Criterion Referenced Tests (student copies). Teachers may select and reproduce appropriate tests from the collection.

The definitions for each of the RISS Skill Categories are listed on the following pages. Teachers should consult the RUSD Course of Study to determine the specific skills within each category to be monitored at each grade level.

**steps to learning . . .**

## ELEMENTARY ORAL LANGUAGE SKILL CATEGORIES

### General Information

| | | |
|---|---|---|
| G1. | KNOWS PERSONAL INFORMATION | Identifies first and last name, house number, street number, street name, city, phone number, and birthday. |
| G2. | IDENTIFIES BODY PARTS | Identifies body parts, such as: head trunk and appendages. |
| G3. | IDENTIFIES COLORS | Names the basic colors: red, blue, yellow, green, orange, black, brown, white, purple, pink, gray. |
| G4. | IDENTIFIES SHAPES | Identifies a circle, triangle, square and rectangle. |
| G5. | KNOWS POSITION VOCABULARY | Demonstrates knowledge of spatial relationships, such as: around, first, last, up, down, etc. |
| G6. | KNOWS COMPARISION VOCABULARY | Demonstrates knowledge of simple relationships, such as: big, large, little, smaller, etc. |
| G7. | KNOWS TEMPORAL VOCABULARY | Demonstrates knowledge of time relationships, such as: yesterday, today, sooner, later, minute, hour, etc. |
| G8. | ATTENDS TO TASK | Demonstrates the ability to follow a task through to completion, such as: working at a center, working at assigned activities, etc. |
| | GROSS MOTOR | Demonstrates ability to crawl, walk, run, etc. |
| | FINE MOTOR | Demonstrates ability to color, cut, paste, etc. |

### Reasoning

| | | |
|---|---|---|
| R1. | DESCRIBES LIKENESSES AND DIFFERENCES | Distinguishes similarities and differences in objects and situations. |
| R2. | CATEGORIES | Demonstrates knowledge of basic relationships by classifying objects according to attributes, such as: color, size, use, taste, etc. |
| R3. | SEQUENCES | Organizes ideas to relate in the proper order the various events in a story or steps in a process. |

| | | |
|---|---|---|
| R4. | INTERPRETS INFORMATION AND/OR STORY | Main Idea: identifies or summarizes the central thought of a passage or story.<br>Predicting Outcomes: uses story details and contextual clues to infer what will happen next.<br>Relating causes to effect: distinguishes between the agent which produces an action and the consequences of that action.<br>Drawing Conclusions: infers or interprets ideas and formulates logical deductions based on information presented. |
| R5. | EVALUATES IDEAS | Makes judgements regarding ideas expressed by self and others and distinguishes between fact, fiction, exaggeration, etc. |
| R6. | SOLVES PROBLEMS | Applies logical thinking in spontaneous and planned situations. |

Listening

| | | |
|---|---|---|
| L1. | LISTENS ATTENTIVELY | Has adequate attention span for instructional purposes. |
| L2. | FOLLOWS ORAL DIRECTIONS | |
| L3. | IDENTIFIES ENVIRONMENTAL SOUNDS | Distinguishes familiar sounds. |
| L4. | DISCRIMINATES LETTER SOUNDS AURALLY | Distinguishes likenesses and differences in letter sounds, such as: beginning, medial and final consonant sounds, and vowel sounds. |
| L5. | IDENTIFIES RHYMING WORDS | |
| L6. | RESPONDS TO RHYTHMIC PATTERNS | Responds to rhythmic and syllabic patterns such as: repeating a sound pattern by clapping. |
| L7. | UNDERSTANDS VOCABULARY | Demonstrates an adequate understanding of vocabulary for instructional purposes. |

Speaking

| | | |
|---|---|---|
| S1. | ARTICULATES CLEARLY | Makes English sounds correctly. |
| S2. | USES BASIC VOCABULARY | Uses words to convey information in categories or to describe objects or situations. |

| | |
|---|---|
| S3. USES EXPANDED VOCABULARY | Uses expanded vocabulary to describe and identify functions and purposes of things in the environment such as: "You wear clothes to keep you warm." |
| S4. USES APPROPRIATE SENTENCE STRUCTURE | Uses correct noun-verb agreement, correct verb tense, etc. |
| S5. COMMUNICATES WITH PEERS | Communicates spontaneously with peers in the school setting, such as: on the playground, around the classroom tables, in the playhouse, etc. |
| S6. COMMUNICATES WITH ADULTS | Communicates spontaneously with adults in the school setting, such as: in the classroom, in the office, on the playground, etc. |
| S7. PARTICIPATES IN CLASS DISCUSSIONS | Participates relevantly in class discussions and creative language activities. |

EMENTARY LANGUAGE ARTS SKILL CATEGORIES
ELI

READING

Word Study Skills

lysis Skills
Phonetic Ana

| | | |
|---|---|---|
| 1. | NITION LETTER RECOG | Letter identification in form and name. |
| 2. | ONANT SOUNDS INITIAL CONS | Consonant letters and sounds at the beginning of a word, including the hard and soft sounds of c and g. |
| 3. | AL CONSONANT MEDIAL & FIN SOUNDS | Consonant letters and sounds in the middle and at the end of a word, including the variant consonants y and z. |
| 4. | USTERS: Blends CONSONANT CL | Two or more consonant letters which are blended so that the sound elements of each letter are heard: cr, br, tr, fr, dr, gr, pr, bl, cl, fl, pl, sl, sp, st, sm, sn, sc, sk, sw, tw, spr, str, scr, shr, squ, spl, thr, lk, ct, rd, mp, nd, lt. |
| 5. | GRAPHS CONSONANT DI | Two letter consonant combinations which result in one new sound that is not a blend of the letters, such as: sh (ship), wh (what), th (think, that), ch (chair), ph (phone), ng (ring), nk (ink), gh (rough). |
| 6. | ONANT LETTERS SILENT CONSO | Silent consonants in specific combinations, such as: kn (know), ght (light), gh (ghost), wr (write), mb (lamb), ck (track), lk (walk), lf (calf), tch (catch), dge (dodge), gn (gnat), and words with double consonants. |
| 7. | SOUNDS SHORT VOWEL | Short vowel sounds in a beginning or medial position in a word or medial position in a syllable such as: man, bed, not, cup, apple, basket. |
| 8. | I: Silent e & Ending Vowels LONG VOWELS | Words with two vowels, one of which is final e. The e is silent and the first vowel is usually long, such as: take, bone, tube, (v-c-v).<br><br>Words that contain one vowel in final position the vowel is long, such as: he, go, by. |

| | | |
|---|---|---|
| 9. | LONG VOWELS II: Digraphs or Combinations | Two vowels together, the first usually represents its long sound, and the second is silent, such as: ea (meat), ee (sleep), oa (coat), ai (mail), oe (toe), ue (rescue), ow (low), ay (may), ui (fruit). |
| 10. | VOWEL + r COMBINATIONS | A vowel followed by the letter r resulting in a blended sound which is neither the short nor long sound of the vowel, such as: ar (car), er (her), ir (bird), or (corn), ur (fur). |
| 11. | DIPHTHONGS | Two adjacent vowels which produce one new sound, such as: ou (house), ow (owl), oi (oil), oy (boy). |
| 12. | VARIANT VOWEL SOUNDS | Variant vowel sounds, such as: schwa (ə), and the vowel digraphs -- oo sounds (moon, took), au and aw sounds (draw, cause), ew sound (few), ea sound (head), ie sound (field), ei sound (eight), and the phonograms --- old, ind, ight, ild. |

Structural Analysis Skills

| | | |
|---|---|---|
| 13. | AFFIXES: Prefixes, Suffixes, & Roots | Prefixes and suffixes added to root words resulting in different meanings, such as: re, un, dis, con, -tion, -ful, -less, -ing, en, ance, pre, -ed, -ly, -s, -es, -er, -en, -y, -est, -ous. In general, prefixes and suffixes form separate syllables. |
| 14. | SYLLABLES: V-C-V & V-C-C-V Rules | A single consonant between vowels usually goes with the second vowel (v-c-v), such as: fa-mous, pu-pil.<br><br>Syllables divided between double consonants or between two consonants (v-c-c-v), such as: hap-pen, tar-get. Exceptions are words with consonant digraphs, such as: teach-er, or consonant blends, such as: se-cret.<br><br>A consonant plus le usually constitutes a final syllable. |
| 15. | SYLLABLES: Accented | Polysyllabic words containing syllables pronounced with different degrees of stress or accent. Two kinds of accents are primary and secondary, such as: in' vi ta' tion. |
| 16. | COMPOUND WORDS | Two or more words combined to create one word with a new meaning. |

| | |
|---|---|
| 17. CONTRACTIONS | Single words formed by combining two words but omitting a letter or letters. An apostrophe is always inserted where a letter or letters have been omitted. |

Reading Comprehension

| | |
|---|---|
| 18. VOCABULARY (sight words) | To recognize and understand the meaning of words encountered in elementary reading materials. The Dolch, Kucera and Fry Word lists are representative. |
| 19. RECALLING DETAILS | To recall specific bits of information, such as: dates, events, names, and descriptive words. |
| 20. RECOGNIZING SEQUENCE | To organize ideas to relate in the proper order the various events in a story or steps in a process. |
| 21. DISTINGUISHING MAIN IDEA | To identify the central and most important idea of a passage. Also SUMMARIZING: To condense and/or restate important ideas contained in a passage. |
| 22. CONTEXTUAL MEANING | To identify unknown words or phrases by clues found in the sentence or passage. (Sally gave the cat _____ to drink.) |
| 23. CLASSIFYING | To group common elements for the purpose of categorizing and to recognize a topic or heading for that grouping. |
| 24. DISTINGUISHING CAUSE & EFFECT | To distinguish between the agent which produces an action and the consequence of that action. To recognize the relationship between such agents and consequences. |
| 25. DRAWING CONCLUSIONS | To infer or interpret ideas and formulate logical deductions or predictions based on information presented directly or indirectly in a passage. |
| 26. DETECTING AUTHOR'S INTENT | To recognize the author's purpose for writing, identify techniques of persuasion, analyze story characters and recognize figurative language. |

27. DETERMINING FACT & OPINION

To distinguish between a statement of fact and a statement of opinion. A statement of fact can be either verified or proven false and is based on actuality. A statement of opinion is an expression of personal feeling and may be swayed by emotion or reason but cannot be objectively proven to be true or false.

28. MAKING JUDGEMENTS

To consider the value of information found in a reading selection based on:

a. Internal criteria: comparison within, such as internal logic or consistency.

b. External criteria: comparisons with other sources.

These distinct criteria may be either supplied to, or determined by the student, and there is rarely a clear right or wrong answer.

## WRITTEN LANGUAGE

### Punctuation

29. ENDING PUNCTUATION

This category includes the period, question mark, and exclamation point. A period (.) is used at the end of a statement, request, command, and at the end of an indirect question. (The student asked when the bell would ring.) A question mark (?) is used at the end of a direct question or at the end of a sentence which contains a question within the sentence. (You are planning, aren't you, to go to class?) An exclamation point (!) is used at the end of a sentence which expresses strong feeling, or with "Oh!", "O!", or single words which express intense feeling. (Congratulations!)

30. COMMA

The comma has two primary functions: <u>to set off</u> non essential expressions that interrupt the flow of thought from subject to verb to object or compliment, and to <u>separate</u> elements within a sentence in order to clarify their relationship to one another. It takes only a single comma to "separate", but it typically requires two commas to "set off".

| | | |
|---|---|---|
| 31. | QUOTATION MARKS | Quotation marks have three main functions: to indicate the use of someone else's exact words, to set off words in phrases for special emphasis, and to display the titles of literary and artistic works. |

Usage

| | | |
|---|---|---|
| 32. | CAPITALIZATION | The function of capitalization is to give distinction, importance, and emphasis to words. |
| 33. | NOUNS/PRONOUNS | Noun: A word that is the name of a person, place, object, idea, quality, or activity. Pronoun: A word used as a substitute for a noun. |
| 34. | VERB | A word that expresses action (John threw the ball); also a word that denotes a state or condition (John was happy). |
| 35. | MODIFIERS | Adjective: A word used to describe or limit the meaning of a noun or pronoun (... white house, or ... double line).<br><br>Adverb: A word used to describe, limit or explain the meaning of a verb (he walked slowly), an adjective (the test was really difficult), or another adverb (he studied very hard).<br><br>Determiner: A word that announces an upcoming noun. Determiners may be article adjectives (a, an, the), numeral adjectives (one, three, etc.), demonstrative adjectives (this, that, those, etc.), and other quantifying adjectives (some, many, much, more, few, etc.). Possessive pronouns may also be determiners (my, your, his, etc.). |
| 36. | POSSESSIVES | A noun or pronoun used to signify ownership or to denote belonging. For nouns, the possessive is formed by adding an apostrophy and "s" to nouns which do not end with "s" (John's house). For nouns which end with an "s", the possessive is formed by adding only an apostrophy (Lewis' house). For pronouns, certain personal pronouns are in the possessive case (my, mine, his, her). |

| | | |
|---|---|---|
| 37. | PLURALS | A form which designates more than one. |
| 38. | HOMONYMS | This category includes homonyms, homophones, and homographs. Homonyms: A word having the same pronunciations and spelling as another word, but a different origin and meaning ("mail" meaning "letters", and "mail" meaning "armor"). |
| | | Homophone: A word having the same pronunciation as another, but a different origin and meaning ("ate" and "eight"). |
| | | Homograph: A word having the same spelling as another word, but a different origin and meaning ("bass" (bă̆s) meaning a fish, and bass (bās) meaning a male singing voice). |
| 39. | ANTONYMS/SYNONYMS | Antonym: A word which means the opposite of another word. Synonym: A word which has a meaning similar to that of another word. |

Written Expressions (Teachers should monitor the following skills (40-43) in student's written work.)

| | | |
|---|---|---|
| 40. | SPELLING | This category involves monitoring student's use of spelling conventions in written work. |
| 41. | SENTENCES | A group of words representing a complete thought and containing a subject and a verb (predicate) along with any complements and modifiers. |
| 42. | PARAGRAPH | One or more sentences which work together as a unit to express a thought or idea of some complexity. |
| 43. | LETTERS | This category includes both friendly and business letters. |

Study Skills

| | | |
|---|---|---|
| 44. | FOLLOWING DIRECTIONS | To respond appropriately to written and oral instructions from the teacher, including varied test directions. |
| 45. | ALPHABETICAL ORDER | To sequence the letters of the alphabet, and to apply alphabetizing skills in listing and locating words. |

| | | |
|---|---|---|
| 46. | TABLE OF CONTENTS | To recognize and use the table of contents in locating information in a book. |
| 47. | INDEX | To recognize and use the index in locating information in a book. |
| 48. | DICTIONARY/GLOSSARY | To apply the skills necessary for use of the dictionary, such as: alphabetical order, guide words, respelling for pronunciation, choosing appropriate meaning from multiple meanings, diacritical marks. |
| 49. | ENCYCLOPEDIA | To apply the skills necessary for use of the encyclopedia, such as: locating volumes, recognizing topic (key word), cross referencing, using the index. |
| 50. | LIBRARY SKILLS | To apply the skills necessary for use of the library, such as: using the card catalogue, Dewey Decimal System, Reader's Guide to Periodic Literature. |
| 51. | CHARTS/DIAGRAMS | To read and interpret graphic aids, such as: charts and diagrams. |
| 52. | MAPS/GLOBES/ATLAS | To apply the skills necessary for use of maps and globes, such as: cardinal directions, symbols (key/legend), scale, distance, and terms, etc. |
| 53. | SKIMMING/SCANNING | To vary reading speeds for different reading purposes, such as: scanning to find specific information without reading the entire page, skimming to quickly comprehend the main ideas. |
| 54. | OUTLINE/REPORT | To apply such report preparation skills as: identifying a topic, researching, note-taking, organizing material, summarizing, preparing a rough draft, and preparing a final draft. |

## ELEMENTARY MATHEMATICS SKILLS CATEGORIES

### COMPUTATIONS

| | |
|---|---|
| **Mathematics Computation** | |
| 1. MATHEMATICS SENTENCES (Number Sentences) | Solving problems by using the essential elements of an equation, including the proper placement of addends, sums, factors, etc. and the use of mathematical symbols such as: +, =, -, x, (),[], etc. Missing addends are included in this category. |
| 2. INEQUALITIES | Comparing numbers and equations to determine their relative value (<, =, >), such as: 5○6, 6 + 3○5 - 2, (7 x 4) + 5○(3 + 5) x 2. |
| 3. ADDITION: Basic Facts | Adding through 18. |
| 4. SUBTRACTION: Basic Facts | Subtracting through 18. |
| 5. ADDITION & SUBTRACTION: Without Regrouping | Adding and subtracting without carrying and borrowing. |
| 6. ADDITION: With Regrouping | Adding involving regrouping in one or more places. |
| 7. SUBTRACTION: With Regrouping | Subtracting involving regrouping in one or more places. |
| 8. MULTIPLICATION: Basic Facts | Multiplying through 10 x 10. |
| 9. DIVISION: Basic Facts | Dividing through 10 x 10. |
| 10. MULTIPLICATION: One-Digit Multiplier in Multiplication | Multiplying problems with a one-digit multiplier, with or without regrouping. |
| 11. MULTIPLICATION: Two-Digits Multiplier in Multiplication | Multiplying problems with two-or-more-digit multipliers, with or without regrouping. |
| 12. DIVISION: One-Digit in Divisor | Dividing problems with one-digit divisors, with or without remainders. |
| 13. DIVISION: Two-Digits in Divisor | Dividing problems with two-or-more-digit divisors, with or without remainders. |
| 14. FRACTIONS: Equivalent, Improper Fractions Reducing & | Identifying other forms or names for the same fractional numeral, such as: $1\frac{1}{2}$ = 1 2/4 = 6/4. |

| | | |
|---|---|---|
| 15. | LIKE FRACTIONS: Addition & Subtraction Without Regrouping | Solving fraction problems involving addition and subtraction of fractions with like denominators and no regrouping. |
| 16. | UNLIKE FRACTIONS: Addition/ Subtractions Without Regrouping | Solving fraction problems involving addition and subtraction of fractions with unlike denominators and without regrouping. |
| 17. | LIKE FRACTIONS: Addition/ Subtraction With Regrouping | Solving fraction problems involving addition and subtraction of fractions with like denominators and with regrouping. |
| 18. | UNLIKE FRACTIONS: Addition/ Subtraction With Regrouping | Solving fraction problems involving addition and subtraction of fractions with unlike denominators and with regrouping. |
| 19. | FRACTIONS: Multiplication | Solving fraction problems involving multiplication of fractions and mixed numbers, such as: 1/3 of 12, 2/3 x 1/8, 3/4 x 1½. |
| 20. | FRACTIONS: Division | Solving fraction problems involving division of fractions and mixed numbers. |
| 21. | EQUIVALENCIES: Decimals, Fractions, and Percent | Recognizing parallel forms of numbers expressed as fractions, decimals, or percents, such as: 3/4, .75, 75%; 1.25, 1¼, 125%. |
| 22. | DECIMALS: Addition & Subtraction | Solving decimal problems involving addition and subtraction, with or without regrouping. |
| 23. | DECIMALS: Multiplication | Solving decimal problems involving multiplication with or without regrouping. |
| 24. | DECIMALS: Division | Solving decimal problems involving division with or without remainders. |

CONCEPTS AND APPLICATIONS

Mathematics Concepts

| | | |
|---|---|---|
| 25. | SETS | Recognizing set terminology and operations on sets, such as: empty, disjoint, equivalent, equal, etc. |
| 26. | ORDER & NUMBER PATTERNS | Recognizing ordered relationships among numbers as in counting, order, series and odd and even numbers. |
| 27. | NUMBER NAMES | Reading and writing Arabic and Roman numerals. |

| | | |
|---|---|---|
| 28. | PLACE VALUE & EXPANDED NOTATION | Interpreting the value of numerals as represented by whole numbers, place value devices and expanded notation. |
| 29. | OPERATIONS: Meaning, Symbols & Terminology | Recognizing the various ways of expressing addition, subtraction, multiplication, and division including horizontal and vertical notation and use of appropriate symbols, such as: $4 \otimes 3 = 12$; $6 \otimes 4 = 20 \oplus 4$; $12 \div 4$ expressed as: $4 \overline{)12}$ etc. |
| 30. | PROPERTIES | Interpreting properties represented symbolically, such as: commutative, associative, distributive, inverse and identity element. |
| 31. | MONEY | Recognizing values of money as depicted by pictorial representations of coins. |
| 32. | TIME: Clocks & Calendars | Telling time and using measures of time on the clock and the calendar. |
| 33. | MEASUREMENT | Making comparisons and estimations in linear measurement, area, volume, weight and temperature measurement (English and Metric). |
| 34. | GEOMTRY | Recognizing geometric shapes and relationships and understanding geometric terminology. |
| 35. | FRACTIONAL CONCEPTS | Recognizing fractional numbers as depicted by pictorial representation, such as:  |
| 36. | LOGICAL THINKING | Comprehending abstractions as represented by spatial relationships, Venn Diagrams, and transitivity, such as: Bob is taller than Joe; Joe is taller than Sam; who is the tallest? |
| 37. | NUMBER LINES & GRAPHS | Solving problems involving the use of a number line. Identifying elements of graphs. |
| 38. | NUMBER THEORY | Comprehending complex relations between numbers and their classifications including such concepts as: whole numbers, common fractions (rationals), negative numbers (integers), odd/even numbers, prime numbers, factors, multiples. |
| 39. | ROUNDING & ESTIMATING | Solving problems involving the process of rounding off numbers to specified places (for example: tenths, hundredths, etc.) and calculating the approximate value of given numbers. |

Mathematics Applications

| | | |
|---|---|---|
| 40. | SOLUTION OF WORD PROBLEMS | Solving mathematical word problems through the identification of situations, the identification of problem elimination of extraneous information and the selection of appropriate mathematical operations. |
| 41. | MONEY: Word Problems | Solving money problems involving various operations. |
| 42. | TIME: Word Problems | Solving problems involving time designation and duration. |
| 43. | RATE & MAP SCALE | Solving word problems involving the use of ratio and map scales. |
| 44. | MEASUREMENT | Measuring, making comparisons, and estimating in linear measurement, area, volume, weight, and temperature measurement (English and Metric). |
| 45. | GRAPHS: Interpretation | Solving problems involving the reading and interpretation of pictographs, bar graphs, line graphs, circle graphs, tables and tally charts. |
| 46. | EQUATIONS FROM WORD PROBLEMS | Solving mathematical word problems through the formation of appropriate number sentences. |
| 47. | PERCENT PROBLEMS | Solving problems involving the use and application of percentages. |
| 48. | AVERAGING | Dividing the sum of a set of numbers by the number of addends in the set. |
| 49. | INTEGERS | Recognizing and using the set of whole numbers such as: including the negative numbers, ... -3, -2, -1, 0, 1, 2, 3 ... |
| 50. | PROBABILITY | Determining how likely it is that a certain event will happen. |

## MIDDLE SCHOOL LANGUAGE ARTS SKILL CATEGORIES

NOTE: English teachers monitor the following skill categories L1 - S4.

Written Language Skills

| | | |
|---|---|---|
| L1 | CAPITALIZATION | The function of capitalization is to give distinction, importance, and emphasis to words. |
| L2 | PUNCTUATION | Punctuation marks are the mechanical means for making the meaning of a sentence easily understood. They indicate the proper relationships between words, phrases, and clauses when word order alone is not sufficient to indicate these relationships. |
| L3 | QUOTATIONS | Quotation marks have three main functions: to indicate the use of someone else's exact words, to set off words and phrases for special emphasis, and to display the titles of literary and artistic works. |
| L4 | SENTENCE STRUCTURE | A group of words representing a complete thought and containing a subject and a verb (predicate) along with any complements and modifiers. |
| L5 | NOUNS/NOUN MODIFIERS | A noun is the name of a person, place, object, idea, quality, or activity.<br><br>A pronoun is a word used in place of a noun.<br><br>An adjective is a word that answers the question what kind, how many, or which one. An adjective may be a single word, a phrase, or a clause. An adjective describes or limits the meaning of a noun or pronoun. |
| L6 | VERBS/VERB MODIFIERS | A verb is a word used to express action or state of being.<br><br>An adverb is a word that answers the question when, where, why, in what manner, and to what extent. An adverb limits, explains or describes a verb, adjective or another adverb. |

| | |
|---|---|
| L7 PREPOSITIONS AND CONJUNCTIONS | A preposition is a connective word that shows the relation of a noun or pronoun to some other word in the sentence.<br><br>A conjunction is a word or phrase that connects words, phrases or clauses. |
| L8 USAGE | Usage is the demonstration of knowledge of parts of speech and other English conventions in speech and written expression. |
| L9 WORD STRUCTURE | This category includes word roots, affixes plurals, possessives and syllabication. |

Study Skills

| | |
|---|---|
| S1 FOLLOWING DIRECTIONS | To respond appropriately to written and oral instructions from the teacher, including varied test directions. |
| S2 DICTIONARY SKILLS | To apply the skills necessary for use of the dictionary, such as: alphabetical order; guide words; respelling for pronunciation; diacritical marks; and choosing appropriate meanings from multiple meanings. |
| S3 LOCATIONAL SKILLS | To locate information in a book by use of the title page, table of contents, glossary, and index. |
| S4 REFERENCE SKILLS | To locate and use reference materials such as: library resources, encyclopedia, atlas, almanac, Reader's Guide, Who's Who, etc. |

NOTE: Social studies teachers monitor the following skill categories S5 - C9.

| | |
|---|---|
| S5 FIGURES | To read and interpret figures such as: maps, graphs, diagrams, charts, and tabular aids. |

Comprehension Skills

| | |
|---|---|
| C1 RECALLING DETAILS | To recall specific bits of information or facts, such as: dates, events, names and descriptive words. |
| C2 CLASSIFYING | To group common elements for the purpose of categorizing and to recognize a topic or heading for that group. |

| | | |
|---|---|---|
| C3 | DISTINGUISHING MAIN IDEA | To identify the central and most important idea of a paragraph and find supporting statements. |
| C4 | RECOGNIZING SEQUENCE | To organize events or steps in a process to relate them in the proper time order. |
| C5 | USING CONTEXTUAL MEANING | To identify the meaning of unknown words or phrases by using clues found in the sentence or passage. |
| C6 | SUMMARIZING | To condense and restate the important ideas contained in written material. |
| C7 | DRAWING CONCLUSIONS | To infer or interpret ideas, formulate logical deductions, and make a judgement on information directly or indirectly stated in a passage. |
| C8 | DISTINGUISHING FACT OPINION | To distinguish between a statement of fact and a statement of opinion. A statement of fact can be either verified or proved false and is based on actuality. A statement of opinion is an expression of personal feeling, but cannot be objectively proved to be true or false. |
| C9 | DISTINGUISH CAUSE/EFFECT RELATIONSHIPS | To distinguish between the cause (the reason why an action occurred) and the effect (the consequence of that action) in directly and indirectly stated relationships. (Directly stated: Wigs were fashionable in the 18th century <u>because</u> of Louis XIII. Indirectly stated: The development of the cotton gin [cause] led to increased production of cotton [effect].) |

DDLE SCHOOL MATHEMATICS SKILL CATEGORIES
MI

## MATHEMATICS COMPUTATIONS

### Whole Numbers

| | |
|---|---|
| CP 1. ADDITION | Addition including regrouping in one or more places. |
| CP 2. SUBTRACTION | Subtracting including regrouping in one or more places. |
| CP 3. MULTIPLICATION | Multiplying including two-or-more digit multipliers, with or without regrouping. |
| CP 4. DIVISION | Dividing including two-or-more digit divisors with or without remainders. |
| CP 5. INEQUALITIES | Comparing numbers to determine their relative value.<br>a. $5 < 6$<br>b. $6 + 3 > 5 - 2$<br>c. $(7 \times 4) + 5 > (3 + 5) \times 2$<br>d. $12 \div 4 = 2 + 1$ |

### Fractions

| | |
|---|---|
| CP 6. IDENTIFICATION AND EQUIVALENCIES | Identifying other forms or names for the same rational number. |
| CP 7. ADDITION | Fractions involving addition including those with unlike denominators; simplified answers. |
| CP 8. SUBTRACTION | Fractions involving subtraction including those with unlike denominators, regrouping and simplified answers. |
| CP 9. MULTIPLICATION | Fractions involving multiplication using proper, improper and/or mixed numbers; simplified answers. |
| CP 10. DIVISION | Fractions involving division using proper, improper and/or mixed numbers; simplified answers. |

## Decimals

| | |
|---|---|
| CP 11. ADDITION | Decimals involving addition with or without regrouping. |
| CP 12. SUBTRACTION | Decimals involving subtraction with or without regrouping. |
| CP 13. MULTIPLICATION | Decimals involving multiplication with or without regrouping. |
| CP 14. DIVISION | Decimals involving division (through thousandths.) |
| CP 15. EQUIVALENCIES | Recognizing numbers expressed as fractions, decimals, or percents.<br>a. 3/4 = .75 - 75%<br>b. 1.25 = 1 1/4 - 125% |

## Other Skills

| | |
|---|---|
| CP 16. ROUNDING AND ESTIMATING | Computations involving the process of rounding off numbers to specified places and calculating the approximate value. |
| CP 17. AVERAGING | Finding the average of two or more numbers. |
| CP 18. PROPORTION AND PERCENT | Solving for the missing member of a proportion. (Solving for the missing member of a percent.) |
| CP 19. EXPONENTS | Computation involving addition, subtraction, multiplication, division, where one or more of the terms are raised to a positive power.<br>a. $3^3 + 750$<br>b. $8 \times 10^3$<br>c. $3^3 + (2 \times 3)^2 =$ |

## Advanced Skills

| | |
|---|---|
| CP 20. RATIONAL NUMBERS 1 | Addition and subtraction of positive and negative numbers including fractions and decimals:<br>a. -3 1/2 + 2.75 |
| CP 21. RATIONAL NUMBERS 2 | Multiplication and division of positive and negative numbers including fractions and decimals:<br>a. 1/2 x (-4/3) |

CP 22. EQUATION SOLVING

Solving algebraic equations.

a. $8x + 4 = 5x = 6\ 1/2$
b. $2\ (x + 3) = -5\ (2x - 6)$
c. $-5\ (2x - 6) = 2\ (x + 3)$

CP 23. GRAPHING

Points and linear equations in the Cartesian coordinate system.

a. x -1 _____ x 1

b. $2y = x$
$y = 3x + 4$

## NUMBER CONCEPTS

CN 24. PLACE VALUE

A term which denotes the value assigned to a digit by virtue of its position in relation to the one's place.

a. Numerals ⟷ words.
Nineteen hundred seven ⟷ 1907.

b. Expanded notation using 10, 100, 1000, et
$(3 \times 1000) + (5 \times 100) + (3 \times 1) \longleftrightarrow 3,50$

c. Expanded notation using exponential form.
$(3 \times 10^3) + (5 \times 10^2) + (3 \times 1) \longleftrightarrow 3,50$

CN 25. ROUNDING AND ESTIMATING

Solving problems involving the process of rounding off numbers to specified places and calculating the approximate value of given numbers, including whole numbers and decimals.

CN 26. NUMBER THEORY

Recognizing and completing number patterns, such as: odd and even, primes, factors, least common multiples, mod arithmetic, bases, etc.

CN 27. PROPERTIES AND SET THEORY

Interpreting properties represented with variables, such as: commutative, associative, distributive, inverse and identity element.

Recognizing set terminology, symbols, and operations on sets, such as: empty, disjoint, equivalent, equal, union, intersection, Venn Diagrams, etc.

CN 28. RATIONAL NUMBERS

Recognizing Rational numbers as depicted by pictorial representation.

1/3

| | | |
|---|---|---|
| CN 28. | RATIONAL NUMBERS (cont.) | Fractional decimal equivalencies.<br>a. 6.7 = 6 7/10<br>Expressing fractions as division.<br>a. 3 ÷ 15 = 1/5 |
| CN 29. | INTEGERS | Understanding the rules of directed numbers for addition, subtraction, multiplication and division. Example: The product of a negative and a positive number is (negative). |
| CN 30. | IDENTIFICATION OF GEOMETRIC FIGURES | Recognizing points, lines, line segments, rays, angles, circles, and polygons from pictures, definitions, and symbols. |
| CN 31. | PERIMETER AND AREAS | Recognizing formulas for perimeter and areas of squares, rectangles, triangles, parallelograms, trapezoids, and circles. |
| CN 32. | VOLUME | Recognizing formulas for volume of cubes, rectangular prisms, cylinders, pyramids, and cones. |
| CN 33. | ANGLES MEASUREMENT | Recognizing acute, right, obtuse, and straight angles by picture and definition. |
| CN 34. | MEASUREMENT | Converting, comparing, and estimating linear, area, volume, weight, and temperature measurement in both English and metric. |

APPLICATION

| | | |
|---|---|---|
| AP 35. | WHOLE NUMBERS | Solving word problems using one or more steps requiring the same operation. |
| AP 36. | WHOLE NUMBERS | Solving word problems using two or more steps requiring different operations. |
| AP 37. | RATIONAL NUMBERS/ SINGLE OPERATION | Solving word problems using one or more steps requiring the same operation. |
| AP 38. | RATIONAL NUMBERS/ MULTIPLE OPERATIONS | Solving word problems using two or more steps requiring different operations. |
| AP 39. | RATIO, PROPORTION, AND PERCENT | Solving word problems involving the use of:<br>a. Ratio and proportion as used in scale drawings and maps.<br>b. Percent. |

| | | |
|---|---|---|
| AP 40. | GEOMETRY: Perimeter, Area, Volume | Solving word problems involving perimeter and area of plane figures and volume of cubes, rectangular prisms and cylinders. |
| AP 41. | GEOMETRIC CONSTRUCTIONS | With compass and straight edge only, drawing all basic constructions. |
| AP 42. | MEASUREMENT | Measuring, converting, comparing, and estimating linear, area, volume, weight, and temperature measurement in English and metric. |
| AP 43. | GRAPH INTERPRETATION | The reading and interpreting pictographs, bar graphs, line graphs, circle graphs, tables and tally charts. |
| AP 44. | STATISTICS AND PROBABILITY | Solving word problems involving:<br>a. Statistics (mean, mode, median and range.)<br>b. Probability. |
| AP 45. | ALGEBRAIC PROBLEM SOLVING | Solving word problems using one variable. |

## RISS Timeline

The following general timeline will be appropriate for using RISS in any school year.

| School Weeks | |
|---|---|
| 1 - 18 | Primary Diagnostic Testing (1-3) |
| 1 - 4 | Diagnostic Testing (4-8) |
| 3 - 6 | Return of Diagnostic Test Results (4-8) |
| 9 | Make-up Test Pickup (4-8) |
| 10 | Make-up Test Return (4-8) |
| 19 - 26 | K Diagnostic Testing |
| 35 | Middle School Teacher Judgement completed |
| 36 | Middle School Teacher Judgement machine readable form turned in to R & E. |
| 37 | Elementary Longitudinal Profiles marked with teacher judgement and replaced in cumulative folder. |